

# PUR 4932 Sports Branding

Spring 2024

College of Journalism and Communications  
University of Florida

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Instructor: Tyler Rutstein  
Classroom: Online

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Office Hours: By Appointment Virtually

Phone: (646)877-2197

Course Site: <https://ufl.instructure.com>

Course Text: -[Fans First by Jesse Cole](#)

\*\*\*Book is **REQUIRED** and will be used for quizzes\*\*\*

\*\*\*Additional Readings will be posted and available online.\*\*\*

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## Biography

Tyler is currently the Chief Brand Officer at Overtime Elite and Head of Commerce at Overtime. Through his work at Overtime/OTE, Tyler built and developed a new basketball league, eight new team franchises, a live media rights deal and docu-series on Amazon Prime Video as well as turned OTE/Overtime's apparel and commerce business into an eight-figure revenue stream.

Prior to joining Overtime, Tyler spent nine years at adidas working in basketball (signature athletes), global brand strategy, and fashion & style collaborations (Pharrell).

Tyler received a Bachelor of Science in Journalism from the University of Florida in 2011. Go Gators!

## Overview and Objectives

Sports Branding is designed to provide students with a modern outlook of branding within sports and its global impact across peripheral industries. By exploring the true definition of brand, we will analyze past and present sports branding and partnerships in society. This course will focus on the integration of brand/logo design, marketing, social media, unique partnerships that drive energy, and an understanding on building and developing audiences/fans.

## Course Learning Objectives

After successful completion of this course, students should be able to:

- (1) Accurately dissect and define sports brands, key in on their target fan bases, and proficiently develop strategies geared toward them.
- (2) Design, create visual assets, and develop brand guidelines to effectively represent a brand.
- (3) Execute and coordinate social media and marketing plans
- (4) Create and execute full branding campaigns.
- (5) Design logo pitch decks.
- (6) Complete full brand audits and successfully pitch re-brand proposals.
- (7) Create and pitch full partnership proposals.
- (8) Conceive, design, and develop a plan for a new sports franchise.

### **College of Journalism and Communications Objectives**

The Accrediting Council on Education in Journalism and Mass Communications requires that by graduation all students should be able to:

- understand and apply the principles and laws of freedom of speech and press for the US
- demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- understand concepts and apply theories in the use and presentation of images and information;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- think critically, creatively and independently;
- conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply basic numerical and statistical concepts;
- apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

### **Office Hours**

Office Hours are scheduled upon an e-mail request, conducted online, and/or recorded for access by all (unless a private or in-person meeting is requested).

### **Course Grades**

The Following table outlines the point-accruing components of the course. The total points earned from each component will be summed and divided by the total points possible in the course.

Evaluation Components	Points Per Component	% of Total Grade
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Content Quizzes (10)	15 pts each = 150 pts	15%
Networking Reports (10)	15 pts each = 150 pts	15%
Online Discussions (10)	15 pts each = 150 pts	15%
Partnership Pitch	150 pts	15%
Athlete or Sports Franchise Re-Brand Project	200 pts	20%
New Sports Franchise Project (Group)	200 pts	20%
<b>Total</b>	<b>1000 pts</b>	<b>100%</b>

### **Assignment Descriptions**

**Content Quizzes (10 assignments, 15pts per assignment)** – The 10 content quizzes assigned throughout the course will refer back to Fans First (required reading) and content being discussed in class at that particular time.

**Networking Assignments (10 assignments, 15pts per assignment)** - The effects of brand association are prevalent throughout sports — whether on the athlete, team, or league level. Therefore, students will be required to interview professionals within the industry (e.g. design, partnerships, PR, etc.) and report back with what they have learned. Each student will be required to complete 10 reports. Subjects of reports may not be repeated for the purposes of this course. These reports are meant to demonstrate the power of personal branding on the business side of sports, as well as to provide students with a live network they can tap into after graduation.

**Online Discussions (10 assignments, 15pts per assignment)**– Through our class portal on Canvas we will hold online discussions surrounding various topics in sports branding. Students will be required to submit an original post and respond to at least one classmate per online discussion. Answers must be original and substantial to count for full credit. Failure to post or copied answers will result in a ZERO-point grade. Posts can build upon another student's post but must also contain new and unique ideas, takes, and example not previously used by another student.

**Partnership Pitch (150 pts)** – Students will be tasked with creating a partnership pitch of their choosing (e.g. a sports franchise with music artist, fashion brand, energy drink, etc.). Students will develop brand and partnership elements, audience insights and a comprehensive campaign rollout.

**Individual Athlete OR Sports Franchise Re-brand Project (200 pts)** – Students will be assigned a professional athlete or sports franchise to monitor, analyze and conduct a full brand audit, showcasing the strengths and weaknesses of the athlete's brand. Students will develop personal or team logos and brand identities for the athlete/team, compose micro and macro campaign ideas for it, and demonstrate a comprehensive plan to develop their brands, among other items related to course material. Presentations will be held at the end of the semester.

**New Sports Franchise Group Project (200 pts)** – Students will be assigned groups and will be given a prompt for a team to work together on. An overview of each group member's responsibilities will be required for end-of-semester presentations. Each group will be tasked with conceiving and developing an organization in the sports industry (e.g. an NBA team, a sports marketing agency, a Minor League

Baseball Team, etc.). They will need to produce visual brand elements, uniform mockups, market and audience research, potential partnerships, micro and macro campaign ideas for partnerships and the organization's overall brand, and other items related to course material.

## **Grading**

Grades will be rounded up or down to the nearest whole number for grading purposes.

<b>A</b>	<b>935-1,000</b>	<b>A-</b>	<b>895-934</b>
<b>B+</b>	<b>865-894</b>	<b>B</b>	<b>825-864</b>
<b>B-</b>	<b>795-824</b>	<b>C+</b>	<b>765-794</b>
<b>C</b>	<b>725-764</b>	<b>C-</b>	<b>695-724</b>
<b>D+</b>	<b>665-694</b>	<b>D</b>	<b>625-664</b>
<b>D-</b>	<b>595-624</b>	<b>F</b>	<b>0-594</b>

## **Course Outline**

<b>CLASS 1</b> Intro to Sports Branding – The Class	<ul style="list-style-type: none"> <li>• Welcome, Introductions, Book, Syllabus, Canvas</li> <li>• Defining the word “brand”</li> <li>• Class Overview</li> </ul>
<b>CLASS 2</b> The Logo	<ul style="list-style-type: none"> <li>• Examining Powerful Logos</li> <li>• Building Brands</li> <li>• Logo Ideation &amp; Creation</li> </ul>
<b>CLASS 3</b> Finding the Audience	<ul style="list-style-type: none"> <li>• Identifying Target Audiences</li> <li>• Creating for &amp; Selling to the Audience</li> <li>• Understanding Demos &amp; Tendencies</li> </ul>
<b>CLASS 4</b> Impact of Streetwear/Fashion on Sports Branding	<ul style="list-style-type: none"> <li>• Sports influences by streetwear, fashion and athletic brands</li> <li>• Understanding audience growth</li> </ul>
<b>CLASS 5</b> Personal Branding	<ul style="list-style-type: none"> <li>• Development of your personal brand</li> <li>• Groups selected for final project</li> </ul>
<b>CLASS 6</b> NIL Branding	<ul style="list-style-type: none"> <li>• Notable NIL deals</li> <li>• NIL strategies</li> </ul>
<b>CLASS 7</b> Sports Branding in Real Time	<ul style="list-style-type: none"> <li>• Riding the wave of real time sports moments/stories</li> <li>• Capitalizing on opportunities</li> <li>• Understanding content consumption habits</li> </ul>
<b>CLASS 8</b> Social Media – Daily Ops	<ul style="list-style-type: none"> <li>• Strategy and post construction</li> <li>• Tagging and Timing</li> <li>• Staffing &amp; Expectations</li> </ul>
<b>CLASS 9</b>	<ul style="list-style-type: none"> <li>• Creating and Delivering a Pitch</li> <li>• Showcasing Brand Awareness Creatively</li> </ul>

Pitching a Signature Athlete or Brand Partnership	<ul style="list-style-type: none"> <li>• Unique Partnerships</li> </ul>
<b>CLASS 10</b> Impact of Music on Sports Branding	<ul style="list-style-type: none"> <li>• Understanding how music impacts sports culture</li> <li>• Evaluating music and sports partnerships</li> </ul>
<b>CLASS 11</b> Fans First	<ul style="list-style-type: none"> <li>• Deep dive into Fans First and the Savannah Bananas baseball team</li> <li>• Understanding all brand touchpoints</li> </ul>
<b>CLASS 12</b> Re-Branding an Athlete or Franchise Pt 1	<ul style="list-style-type: none"> <li>• Preparing a Brand Audit</li> <li>• Discovery &amp; evolution</li> </ul>
<b>CLASS 13</b> Re-Branding an Athlete Franchise Pt 2	<ul style="list-style-type: none"> <li>• Conceive &amp; Create</li> <li>• Build a narrative</li> <li>• Sell the narrative</li> </ul>
<b>CLASS 14</b> Final Presentations	<ul style="list-style-type: none"> <li>• Group Project – New team franchise or sports property</li> </ul>

## Policies

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### **Late Work**

You are responsible for all material covered or assigned. Your grade on late assignments will drop one letter grade for every day they are late. **If a technical problem occurs that prevents timely submission of an assignment, you should first contact your instructor and/or TA and then the UF Help Desk.** Follow up with an email to the instructor that includes an update and Help Desk Ticket #.

### **Online Privacy Policy**

Our class sessions may be audio-visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

### **Academic Integrity**

UF students are bound by the Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. For more information visit the Honor Code web page at

<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/> or contact Student Judicial Affairs, P202 Peabody Hall, 392-1261.

### **In-Class Recordings**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code

### **Students with Disabilities**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc](http://www.dso.ufl.edu/drc)) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this process as early as possible in the semester.

### **Course Evaluations**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### **Course Grading**

Students will be graded in accordance with UF policies for assigning grade points as articulated in the link that follows. <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### **Respect for Diversity Statement**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the

students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

It is imperative that there be an atmosphere of trust and safety in the classroom. I will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for all worldviews expressed in class. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to students' experiences, and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. Notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.

### **U Matter, We Care**

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

**\*NOTE: Topic schedule subject to change based on guest availability and other factors. There will be no change in project due date or the midterm examination.**